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ABSTRACT

This booklet consists of approximately 50 motivational instructional strategies identified and used by educators in adult high schools. Strategies include the use of humor by teachers; an emphasis on student autonomy, responsibility, and collaboration; and self-analysis of work. Specific ideas include involving students in activities, making education relevant to students' life experiences, involving students in goal-setting, using group activities and enhancing self-esteem, positive role modeling by teachers, and having a variety of activities such as performing skits, creating in-class businesses, and using art work to inspire classroom discussion. The activities encourage students to bring their own contributions to the classroom. Most exercises are preceded by a proverb. (JLS)

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ED 406 351

Try it -- You'll Like It!

Hot Tamale Motivational Strategies for Classroom Use

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FLINT MAEPIP (1996)

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PREFACE

The following booklet was compiled by the Instructional Strategies Group for the research project Michigan Adult Education Practitioner Inquiry Project 1996 (MAEPIP) and it was funded by The Michigan Department of Education Office of Extended Learning.

Included in this booklet are the most effective motivational instructional strategies identified and used by adult educators. As you read the pages of the booklet, we challenge you to implement some of these "tried and true" methods. We also encourage you to vary and adapt them to your classroom needs.

DEDICATION

To Gail Rachor, Educational Director, who through her positive modeling, stimulated our thoughts and challenged our capacities which resulted in the presentation of this book.

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ACKNOWLEDGMENTS

The group acknowledges Betty Ryan for the formatting and typing of this book.

Thank you, Betty

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Peer Teaching/Cooperative Learning

The food production worker class adult students trained the middle school students in all aspects of running a commercial kitchen. Middle school students worked in different stations of the kitchen each week and were taught by the adult students. Food was prepared and served by students. Seeing and touching their products (food) helps to motivate

Deborah K. Gibbs-Halm

QUOTE

BOREDOM IS THE FEELING THAT EVERYTHING IS A WASTE OF TIME; SERENITY, THAT NOTHING IS.

THOMAS SZASZ

Field Trip

I plan field trips to places in which most people wouldn't think an Alternative High School teenager would be interested. The destinations usually have historical significance that relate to the course material. All students are required to dress their best for these trips. The key to the motivational value of the trips are as follows:

1. **Students must have the knowledge necessary for the trip.** The students are told that before the date of the trip, they have to have a certain amount of material read. Also every student must receive passing scores on the related assignments, projects, tests, etc... The students accept this explanation without argument. It generally motivates the students to do the work.

2. **Students self-esteem improves and motivation is increased.** When the students dress their best, they are treated accordingly. When adults treat them with respect and dignity, it sparks motivation within them to build upon the experience by trying more often.

Amy Sharpe

QUOTE

TO KNOW WHAT IS RIGHT AND NOT TO DO IT IS THE WORST COWARDICE.

CONFUCIUS

History

I try to make subject matter fun and interesting for students so they can see the relevance of learning the material in their lives. For example: I teach history and I try to relate events in history to the students' lives today. Students can transfer the classroom theories to daily living experiences.

I like to get students involved in the learning. Sometimes it may be having them read about a topic (not from the textbook all the time). I encourage them to work together to answer questions. I like to tie-in other subjects to history, especially art & literature. Several times if we are studying a culture, I ask my students to make something pertaining to the culture. Example: a coat of arms for the Middle Ages.

Cheryl A. Ryan

QUOTE

EXAMPLE IS NOT THE MAIN THING IN INFLUENCING OTHERS. IT IS THE ONLY THING.

ALBERT SCHWEITZER

Set Goals

Help students set goals that are achievable, that are believable, that can be seen and measured on a daily basis. The goals should be something that is desired by the students and something to which they are committed. Finally, arrange a schedule whereby the students can review their goals at specific times.

Part of the real life experience is helping the students realize that what is learned in class can be helpful outside of the class.

I try to find a **useful** purpose for what I am teaching for all levels and abilities. I give examples how my subject matter will help them achieve their goals. I explain how to use math in their lives.

I try to always encourage, accept some setbacks as normal, and let my adult learners know there is no shame in not knowing, but in not trying.

Anonymous

QUOTE

TEAMWORK DIVIDES THE EFFORT AND MULTIPLIES THE EFFECT.

OUR DAILY BREAD

Group Contributions

I suggested to the groups that they would be a part of a study to help make educational situations improve for the future. They were seniors in high school and felt they knew how things could improve. They suggested sending letters to the newspapers, congressman, or even to the television news reporters.

Ann Wuelser

QUOTE

HE WHO CANNOT FORGIVE OTHERS DESTROYS THE BRIDGE OVER WHICH HE HIMSELF MUST PASS.

GEORGE HERBERT

Self-Esteem

Self esteem building strategies...even a small success creates motivation and a thirst for more "success." Initiate a community service. Example: Become a secret pal to a shut-in or an elderly person in a medical care facility. Some of the patients in the facility have little or no family contact. The students eventually begin to feel that they are important and can make a positive difference in someone else's life.

Promoting teamwork and team pairs with different strengths (or potential strengths), builds confidence and allows them to realize their particular values and abilities. Also, occasionally I will show my personal mistakes in order to let them know that everyone makes mistakes. I emphasize that it is part of the learning process and that it is okay to make a mistake.

QUOTE

ONE OF THE MOST DIFFICULT THINGS TO GIVE AWAY IS KINDNESS- IT IS USUALLY RETURNED.

CORT R. FLINT

Enthusiasm

As a model, show enthusiasm, interest, a positive attitude, and your student will do the same. Get involved and laugh with them. Enjoy their hopes. dreams, life goals, successes, and accomplishments.

Linda Kmit

QUOTE

**CORRECTION DOES MUCH;
ENCOURAGEMENT DOES MORE.**

OUR DAILY BREAD

Variety

Fun activities for the students include performing skits, creating cartoons, performing plays (with the use of tapes or cassettes), developing their own television commercials, folkdancing, inviting guest speakers, and posting pictures of an ethnic breakfast on a bulletin board.

Gina M. Furnarl

QUOTE

BE PATIENT WITH THE FAULTS OF OTHERS; THEY HAVE TO BE PATIENT WITH YOURS.

OUR DAILY BREAD

17

Donut Shop

To start a donut shop business and use the students to organize the business can be a great motivational strategy. Each student would contribute a dollar to buy a share in the business and complete the details of financing the business.

Anonymous

19

Role Model

Use yourself as a typical example of a person who made it through life against all odds. Your life experience can be a motivational strategy.

Anonymous

QUOTE

IT IS NOT HOW LONG, BUT HOW WELL WE LIVE.

JOHN RAY

Art Motivation

So you want to expose your students to art. Why not do it? Simply hang a painting and have a discussion on color, mood, style, feelings, and media used by the author. Ask students what their feelings are. Display these pieces along with students' remarks and the author's name and history on the picture. Culture just came into your room with no pain and no strain.

Natalie S. Glime

QUOTE

YOU MAY DELAY, BUT TIME WILL NOT.

BENJAMIN FRANKLIN

A Conversation Starter

A conversation starter is begun by placing two to three words on the board or placards. Ask the students what they can say without giving little thought about these words. As in brainstorming, write down the ideas given by the students so that there is a composite of information about these words from which they can create a sentence. Then have them read and share their creations. The surprise is the amount of information the group can compose.

Example: What could they say about the following words?

1. salt
2. umbrella
3. energy

Natalie S. Glime

QUOTE

KNOWLEDGE IS POWER.

THOMAS HOBBES

Puff Ball

"Puff ball" can be used to "jog" and "invigorate" the class, especially after a difficult or lengthy concentration task. It can serve as a tension reliever while at the same time become a review of homonyms, antonyms or vocabulary. Gently and carefully pitch a soft Nerf or rag ball to a student while calling out a word from one of the above type lists that students are working on mastering. The object is to have the student catch the ball returning it to you with the accompanying word. More than 10 minutes of this activity could negate its effectiveness. It is adaptable to any list, table, chart, or fact list that has been created in the class.

Example: The teacher might say "civilized." Student's response: "barbaric."
Example: The teacher might say "polite." Student's response: "courteous."

Natalie S. Glime

QUOTE

SOME BOOKS ARE TO BE TASTED, OTHERS TO BE SWALLOWED, AND SOME FEW TO BE CHEWED AND DIGESTED.

FRANCIS BACON

Class Project

As a class project, why not write a class song by taking a well-known tune and rewrite new words to it? Naturally, the words chosen should fit the class and the purpose. This song may be used on special occasions or as a morale booster. Post these words where they are easily accessible to be sung at a moment's notice if necessary. If you prefer not to sing a song, you might use a motto, a poem, or an axiom--something that will build cohesiveness in the group.

Natalie S. Glime

QUOTE

WELL DONE IS BETTER THAN WELL SAID.

BENJAMIN FRANKLIN

Controversial Statement

You could pose a controversial statement that is of a current, political, economic, or environmental nature. This could arouse lively conversation. Next, suggest that the students move to the group that best expresses their feelings regarding the issues. The groups might be categorized as agree, disagree, strongly agree, strongly disagree, or no opinion. Once they have joined their groups, they are to write down all opinions and thoughts of the groups; afterwhich, a spokesperson will present the groups's ideas to the entire class. How do you know that you have selected an interesting subject? Just observe how many feelings have been aroused. You may want to review a few rules with the class before starting:

a. There are to be no interruptions of the speaker.
b. Set a time limit for the spokesperson.
c. No person is to make negative remarks about another.
d. Each person should show respect for the other's opinions.

Since this is an open-ended discussion, you are not looking for a solution. Instead, you are listening and allowing others to express their views.

Natalie S. Glime

QUOTE

THE DOORS OF WISDOM ARE NEVER SHUT.

BENJAMIN FRANKLIN

Axioms/Proverbs

There are so many axioms, proverbs and sayings that were ingrained in us since childhood. If the first part of the proverb, axiom or saying is given, can you remember the rest? Try this activity with your class and you'll be surprised at some of the answers.

A thing of beauty...is a joy forever.
If wishes were horses...then beggars would ride.
It's a wise man who knows...on which side the bread is buttered.
Lightening never strikes...twice in the same place.
A little knowledge is...a dangerous thing.

Extend this activity by discussing the meaning of each saying.

Helen Maroun

QUOTE

TWO HEADS ARE BETTER THAN ONE.

JOHN HEYWOOD

Humor

"Laugh and the world laughs with you; cry and you cry alone." Humor makes the job of teaching easier and entices the reluctant learner. Who doesn't like a joke or a funny story?

Encourage your class to collect "tongue-in-cheek" quotations, cartoons, jokes, etc., and have them share their findings in an interesting display.

Sheila Doan

QUOTE

SPEND YOUR LIFE LIFTING PEOPLE UP, NOT PUTTING THEM DOWN.

35

HUMOR

"I refuse to go to that school," stated the new kindergartner at the end of the first day. "Why?" asked his worried mother. "There's nothing to do," he answered. "I can't read and I can't write, and the teacher won't let me talk!"

Humor is a great strategy for motivating students to enjoy learning. So, collect humorous jokes, cartoons, stories, essays and share them with your class each day.

Sheila Doan

YOUR MIND CAN HOLD ONE THOUGHT AT A TIME, MAKE IT A POSITIVE, CONSTRUCTIVE ONE.

NATALIE S. GLIME

A Hat Full of Laughs

Keep a cardboard hat on display in your classroom. (Make it yourself and be sure to decorate it in some wild and colorful manner.) Keep jokes, riddles, pantomimes, and guessing games in it. The hat game can be used to change a dull morning and to provide laughter. When it is time for a change of pace, take the hat out and have a student pull out something to do or to say.

Sheila Doan

REMEMBER THAT EVERYONE YOU MEET IS AFRAID OF SOMETHING, LOVES SOMETHING, AND HAS LOST SOMETHING.

NATALIE S. GLIME

Teacher Modeling

Teacher modeling is a way of showing students how to approach a task, such as finding the main idea of a story. **Explicit Modeling:** There are two types of explicit modeling. 1. The "talk-aloud modeling" involves the teacher giving the student a series of steps they must follow to complete a task, and then ask questions to guide students through the task from beginning to end. The emphasis is on the procedural steps used to complete a task, like finding the main idea. 2. The "think-aloud activity" involves the teacher sharing with students the thinking process that one must go through to approach a task and complete it.

The emphasis here is on the actual thinking process that the student goes through in approaching and carrying out a cognitive task, like inferring a main idea.

Betty Ryan

QUOTE

REMEMBER THE THREE R'S:

RESPECT FOR SELF
RESPECT FOR OTHERS; AND
RESPONSIBILITY FOR ALL YOUR ACTIONS.

NATALIE S. GLIME

First Experience

First impressions are important. Make the first experience with a new subject or topic safe, successful, and interesting. This is a critical period in determining the ways learners will respond. Making that initial contact as safe, successful and interesting as possible will help the learners to form an attitude that will positively influence their future involvement with that subject.

Betty Ryan

QUOTE

TALK SLOWLY BUT THINK QUICKLY.

NATALIE S. GLIME

Adult Learning Goals

Give the adult learners the opportunity to initiate and direct their own learning. This should promote a positive attitude toward the learning endeavor. Have the learners involved in planning and setting goals for their own learning. They should be involved in making their own choices about what, how, and when to learn.

Betty Ryan

QUOTE

DON'T LET WEEDS GROW AROUND YOUR DREAMS.

NATALIE S. GLIME

Prompt Feedback

Provide consistent and prompt feedback to students. Knowledge of results, comments about skill performance, or notes on a written assignment are part of the feedback given to students. Feedback enhances motivation because it allows the students to evaluate their progress, to understand the level of their competence, to maintain their effort toward realistic goals, to correct their errors with little delay, and to receive encouragement from their teachers.

Betty Ryan

QUOTE

JUDGE YOUR SUCCESS BY WHAT YOU HAD TO GIVE UP IN ORDER TO GET IT.

NATALIE S. GLIME

Family

As a conversation starter, ask each student questions about his or her family. Also, stay in touch with the students about their jobs, small and difficult problems, or anything that concerns them--try including that in the lesson. Work with the adult students on the value of their graduation, their children, their spouses, and their success in life.

Gerald Prosch

QUOTE

WATCH FOR BIG PROBLEMS. . .THEY OFTEN DISGUISE BIG OPPORTUNITIES.

NATALIE S. GLIME

Expectations

In addition to the regular curriculum, have several concurrent and continuing activities in the classroom. Allow time for them periodically and often. Also write a brief outline each day on the board as to what you want to accomplish that day. This will answer many questions ahead of time. In addition, make a brief list on the board as to what the class has accomplished previously in the semester. Note how well the students are doing and ask if there needs to be more review on any of the prior accomplishments.

Try to accomplish the majority of this work earlier in the semester. Students do not like to be rushed at the last minute. Keeping this in mind, you may then use the latter weeks of the semester to reflect the value and application of the course material.

Finally, post the students' successes on the bulletin board.

Gerald Prosch

QUOTE

DON'T USE TIME OR WORDS CARELESSLY, NEITHER CAN BE RETRIEVED.

NATALIE S. GLIME

Evaluation

Find ways to test your effectiveness as a teacher--the students seem to like it. You might ask the student, "Is this working for you?" "How am I doing today?" Allow the student to evaluate your work as a teacher, as well as the school's work.

Gerald Prosch

QUOTE

**TAKE CARE OF YOUR REPUTATION.
ITS YOUR MOST VALUABLE ASSET.**

NATALIE S. GLIME

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Noisy Students

To gain respect and to also obtain a quiet classroom at the same time, raise your hand in silence instead of yelling. The students will appreciate you more for this.

Gerald Prosch

QUOTE

COMMIT YOURSELF TO CONSTANT SELF-IMPROVEMENT.

NATALIE S. GLIME

Direct Quotations

At the beginning of a lesson dealing with the concept of DIRECT QUOTATIONS, have a certain group of students give direct quotations by famous people. Seat the students in north, south, east, west and the central areas of the classroom.

At the given signal, these students will stand up and shout their quotation strongly and clearly. Heads will turn in all directions. It will be fun to observe this unruly behavior.

Since the students are speaking individually, thus representing famous people, the class will realize subconsciously what is a DIRECT QUOTATION.

This approach will lead them to an understanding of the lesson, and with further quotes and usage, the class will learn the lesson and the grammatical usage of quotation marks.

Example: sample quotations secretly given to students can be:

> "No man is an island, entire of itself." (John Donne) or
>
> "Ask not what your country can do for you, but ask what you can do for your country." (John F. Kennedy)

Helen Maroun

QUOTE

FOCUS ON MAKING THINGS BETTER, NOT BIGGER.

NATALIE S. GLIME

Punctuation Marks

Substitute the sound of musical instruments in place of punctuation marks. A **PERIOD** is the final end of a sentence. It is best expressed by striking the drum once. A **COMMA** is a brief, delicate break in a sentence. It can be imitated by a triangle. A **QUESTION MARK** is an uncertain, worried, or inquisitive mark that can be expressed by a tambourine. An **EXCLAMATION MARK** is a sharp, unexpected sound that can be signified by the clash of a cymbal. A **QUOTATION MARK** separates the exact words of the speaker from the rest of the sentence. They can be effectively represented by the shaking sounds of the maracas.

As a classroom activity, choose a familiar text, then divide the class into:

1. a group of readers
2. a group of instrumentalists

Have the first group read the story and at the appropriate time the second group strikes the various instruments.

Helen Maroun

TAKE CHARGE OF YOUR ATTITUDE. DON'T LET SOMEONE ELSE CHOOSE IT FOR YOU.

NATALIE S. GLIME

Guessing

Prompt the students to make as many intelligent guesses as possible, even though they may not know the answers. Guessing is founded on our knowledge and increases our knowledge when done well.

Write the following message on the board and see how quickly the students guess the words based on the consonant clues:

_f y__ c_n r__d th_s m_ss_g_ g_ g_t _ dr_nk _f w_t_r, th_n c_m_ b_ack _nd w_tch th_ f_n.

Place a small, empty box in front of the students. Then ask them to guess what is in the box. This is a good opportunity to teach the word "empty," discuss synonyms and antonyms, and to use them in sentences.

Helen Maroun

QUOTE

TWO IMPORTANT THINGS TO OWN:

A GOOD DICTIONARY
A GOOD THESAURUS

NATALIE S. GLIME

61

I Was There!

Choose an incident in history with which you are acquainted, such as "the signing of The Declaration of Independence" or "General Washington on the Delaware."

Next, pretend you are in this place watching the event as:

1. a fly on the wall.
2. a mouse in the corner
3. a cat by the fire
4. a spider spinning its web
5. a fish in the river

The teacher sets the stage by being the first to tell a story. The students are encouraged to tell their story with historic accuracy.

Helen Maroun

QUOTE

REMEMBER THAT WINNERS DO WHAT LOSERS DON'T WANT TO DO.

NATALIE S. GLIME

"HEY, HAVE YOU READ THE LATEST?"

Use the newspaper to motivate reading. Contact and ask your local newspaper if they could provide copies of the paper for class study.

1. According to their interest, students choose an article to read independently.

2. In small groups they discuss the current news.

3. Encourage students to continue doing this privately in an ongoing manner.

Helen Maroun

QUOTE

REMEMBER THAT WINNERS DO WHAT LOSERS DON'T WANT TO DO.

NATALIE S. GLIME

"HEY, HAVE YOU READ THE LATEST?"

Use the newspaper to motivate reading. Contact and ask your local newspaper if they could provide copies of the paper for class study.

1. According to their interest, students choose an article to read independently.

2. In small groups they discuss the current news.

3. Encourage students to continue doing this privately in an ongoing manner.

Helen Maroun

QUOTE

LEARN TO DISAGREE WITHOUT BEING DISAGREEABLE

NATALIE S. GLIME

Cut-Out Telegram

Have students send telegrams to some of their friends about a special holiday. Explain to them that they are limited to ten words for each telegram. Look through magazines for different size letters and words in different colors. Paste the letters or words on sheets of yellow construction paper. When the students have completed the cut-out-telegrams, then make a bulletin board display. Have braver students sing their telegrams.

Helen Maroun

QUOTE

LEAVE EVERYTHING A LITTLE BETTER THAN YOU FOUND IT.

NATALIE S. GLIME

Word Origin

One of the most effective devices to get students interested in words is to give them samples of WORD ORIGIN. The interest in WORD ORIGIN will increase vocabulary growth which will then result in an increase in reading efficiency.

Example:

BANJO

Joseph Sweeney Was an Irish musician. He had a one-man band in which he was a drummer, played a horn, and a number of other musical instruments. He was nicknamed, BAND JOE, which became banjo.

Helen Maroun

QUOTE

STAND FOR SOMETHING OR YOU WILL FALL FOR ANYTHING.

NATALIE S. GLIME

Words at Play

A. Make a list of incomplete sentences that can be completed with a compound word.
Example: Light at night is _____ (moonlight) or (starlight).

B. Select compound words which can be broken apart.

Example:	swordfish	sword	fish
	chainsaw	chain	saw

C. List other words that sound like compound words.

Example:	nitrate	night rate
	ice cream	I scream

Helen Maroun

QUOTE

GENTLENESS HELPS US MAKE A POINT WITHOUT MAKING AN ENEMY.

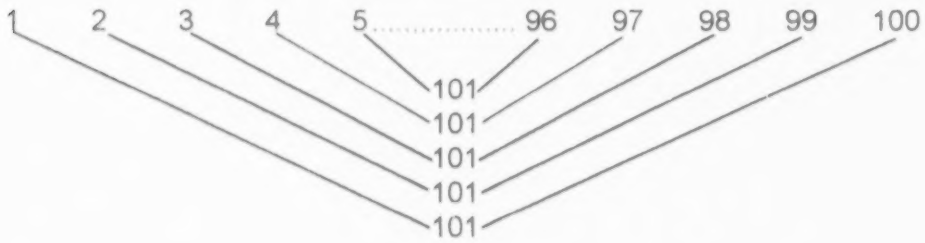
OUR DAILY BREAD

Math-Total Sequence

How long would it take you to find the sum of all the counting numbers from 1-100? Is there an easy way to add them up?

When Karl Gauss was eight years old his teacher asked the class to find the sum of all the counting numbers from 1-100. It took most of the students a long time to complete the calculation. Little Karl surprised his teacher by finding the answer very quickly. He made an important mathematical discovery. Can you figure out little Karl's technique?

Here's a hint of how he got his answer so quickly.



Helen Maroun

QUOTE

THE HOME IS THE BUILDING BLOCK OF SOCIETY.

OUR DAILY BREAD

Thought For the Day!!!!

Try beginning your class with a thought for the day. For example:

1. An idle mind is the devil's workshop.
2. Punctuality is the soul of business.
3. An empty vessel makes the most sound.
4. He who asks questions must not avoid the answers. Cameroon Proverb
5. Life gives us what we want out of it, if we want it long and hard enough.
6. Determination is the soul of any business.
7. Make hay while the sun shines.
8. As you make your bed so you will lie on it.

Edwin Unaegbu
Geoffrey Okorum

QUOTE

**INSTEAD OF GIVING 'TIL IT HURTS
KEEP GIVING UNTIL IT FEELS GOOD.**

OUR DAILY BREAD

Signs and Symbols

Make a placard of survival signs and symbols that are seen, that are used, and that are vital to daily living. Either post them somewhere in the room or use them as flash cards. In this way they are visual reminders to the students that signs and symbols are another part of language learning. Medical, roadway, directional, maps, and environmental signs and symbols affect their daily survival.

Ida Korzhenyak

QUOTE

A DECEIVER'S ULTIMATE VICTIM IS HIMSELF.

OUR DAILY BREAD

Physical Exercise

After a lengthy mind exercise, it does the body good to stand and do some physical exercise. Music supplies the ambiance, so pick a "toe tapping," "down home" tune that suggests fun and relaxation. Have all the students stand--even the shy and retiring ones because eventually they, too, will decide to join. If the educator, as the model, keeps time with the music with a few body shakes, arm and leg movements. then it is a signal that it's okay to relax and let your hair down. Use this antidote sparingly but at strategic times as it will definitely rejuvenate. Now you are ready for a vigorous enthusiastic attack on the next task at hand.

Natalie S. Glime

QUOTE

ITS A GREAT THING TO DO A LITTLE THING WELL.

OUR DAILY BREAD

End of the Class

Allow time at the end of class to stand at the door and extend a personal "good-bye" to each student. This can take many forms, starting from a compliment about their hair style, their sweater, or compliments on how well they did on a spelling test that day, etc... It does wonders for student morale and it gives you insight into each student. Lake the Hallmark slogan says --"You cared enough...."

Natalie S. Glime

QUOTE

YOU'RE IN TROUBLE WHEN THE THINGS YOU OWN BEGIN TO OWN YOU.

OUR DAILY BREAD

Sense of Smell

As an approach to a free writing assignment, try the "smellies." Disguise 4 or 5 pungent smelling articles in plastic bags which you pass around to the students. Examples are perfume or alcohol on a cotton pad, crushed cedar fresh from a tree or bush, cinnamon, or garlic. Next, have students write down what this odor brings to their minds. Where were they when they first smelled the scent? Who was associated with it? When did the experience occur? Use your imagination! Since most of our experiences are associated with the five senses, it is doubtful that any student will be at a loss as to what to write. Thus, you have an exciting writing class!

Natalie S. Glime

QUOTE

THE ANGRY PEOPLE ARE THOSE PEOPLE WHO ARE MOST AFRAID.

DR. ROBERT ANTHONY

Journal Writing

Journal writing isn't new, but it is a wonderful dimension and experience for your class. Prepare simple journals for your students and keep them in a special box. Make a daily entry part of the routine. Some students may be reluctant at first and may write very little, but eventually when they understand the reason and purpose they will add to their writing.

Journals provide the students with a way in which to ventilate their feelings, thoughts, and moods without fear of criticism or correction. Always ask the students if they feel comfortable sharing their journal with you. If they do, then mark the cover with a symbol, read it, and make positive, appropriate remarks.

Natalie S. Glime

QUOTE

CAN A BRUISED EGO BE CONSIDERED A WORK-RELATED INJURY?

ASHLEIGH BRLLIANT

Brainstorming

Brainstorming offers a dynamic introduction to writing. Write a word on the board. Start with adjectives, then continue with more difficult words. Students are to say words that they associate with this word. The leader places the words on the board as students give them. There should be no judgmental remarks. The students now have a repertoire of words and ideas from which to begin their writing.

Natalie S. Glime

QUOTE

THINK PREVENTION. NO AILMENT IS LESS EXPENSIVE TO TREAT THAN THE ONE THAT'S AVOIDED.

UNKNOWN

Did You Know?

As part of the classroom ambiance, create a "Did you know these facts?" corner. Here you list facts on health, new current events, unusual words, tongue twisters, parenting information, etc. These should be ongoing and informative. Occasionally review or orally quiz the students to provide a way of mastery. Trivial information, such as this, often gives the shy reluctant students a chance to discuss as they are not threatened by academic material.

Natalie S. Glime

QUOTE

BE QUICK TO TAKE ADVANTAGE OF AN ADVANTAGE.

HETERONYMS

Heteronyms are words that are spelled alike but have a different pronunciation and a different meaning.

Challenge the students to use these words in a sentence or to compose a story with them:

content	address	invalid
subject	present	record
present	desert	produce

Example:

1. Please present John with a present.
2. Are you content with the contents of this box?
3. If you do not desert him in the desert, we'll have a delicious dessert.

Helen Maroun

QUOTE

KEEP IN MIND THAT GREAT LOVE AND GREAT ACHIEVEMENTS INVOLVE GREAT RISK.

Help? What's Wrong?

WORD DEMONS: YOUR, YOU'RE (Help! What's Wrong?)

Ask students to correct the following "word demons" in the riddles given below:

(Your) in a comic strip. **(You're)** doghouse is used as a place. **(Your)** enemy is the Red Baron. **(You're)** friends are Lucy, Charlie Brown, and Linus. **(Your)** one of the favorite strip dogs. Who are you? **(Your) Snoopy.**

(You're) the 35th president of the United States of America. **(You're)** ancestry is Irish. **(You're)** birthdate is May 26, 1917. **(You're)** age at death was 46 years. Who are you? **(Your John F. Kennedy.)**

As a followup, ask students to make their own riddles. Also, students may use other word demons such as: too, to two, and they're, their, there in stories, riddles and poetry.

Helen Maroun

QUOTE

SEIZE EVERY OPPORTUNITY FOR ADDITIONAL TRAINING ON YOUR JOB.

Sensory Language

Generate from students words that mean different sounds and list them on the board.

Example: moo chirp baa buzz drip
toot ouch jingle screech crack
boom etc.

Once you have completed a long list, group them into categories.

Example: Sounds humans make
Sounds animals make
Water sounds
Metallic sounds, etc.

Have students use these words in writing for sensory imagery.

Helen Maroun

QUOTE

THE SWEETEST OF ALL SOUNDS IS PRAISE.

XENOPHON

Adopt a Tree

Pick one tree near the classroom where you teach, then adopt it as your very own. Encourage the students to really get to know it. This activity could turn out to be a year-long project for your class. Students should describe the tree completely by telling what kind it is, describing its foliage, measuring around the trunk, measuring its height and width, describing the changes it goes through each season, and using bark to fingerprint the tree.

Ask students to record their findings in a notebook. Revisit the tree as often as possible and write additional notes.

Encourage the students to use the library to gain as much information as they can. They will not only learn a great deal about this gift, (the tree) but they will also learn to appreciate its beauty and purpose.

Helen Maroun

QUOTE

IN SLEEP WE ARE ALL EQUAL.

OLD SPANISH PROVERB

Vocabulary Building

Word of the Month

Select a key word every month: Example: improvisation, n. Define its meaning: something that is made-up without any previous preparation, or done without much thought such as a song, speech or monologue done on the spur of the moment. Study the word:

a. learn its derivation, i.e., drawn from the Latin Improvisus meaning "unforeseen."

b. List related words, their meaning and part of speech.

Example:

improvise, verb--to do
improvising; verb--in continuous action
improvisor; noun--person doing
improvisator; noun--person in charge
improvisational; adjective--a way of doing

c. Use the word in a sentence:
Jean is capable of improvising new scenes for our class play.

(Continued on next page)

Challenge: How many words of five or six letters can you find in the word improvisation?

impart	piston	spoon	strip	import	sport
tapir	train	vision	visit	visor	strap
snort	smart	mason	ration	maroon	provision

Challenge B: Try improvising by selecting one word from the above list. Talk about it and add all the thoughts that come to you.

MASON a family name
a brick layer
a jack of all trades
a house builder

Helen Maroun

APPENDIX A

AFTERWARDS

Could these motivational strategies improve your teaching techniques? Since many of our students arrive with a poor self-image, self-defeating attitudes, and negative behaviors, the monumental task is how to alter these "negatives" so that the students are free to learn. Such a task is not easy, but with T.L.C. (tender loving care) positive alterations can be accomplished.

"Fear baggage" carried by students is counter productive to the learning process. Some behavior modification is then required. The motivational strategies listed are offered as aids. They emphasize student autonomy, responsibility, collaboration, and self-analysis of work as well as immediate feedback from both educator and colleagues. This, supplemented with an exciting, challenging environment, plus an educator who projects a good sense of humor while maintaining the role of "resource." will define new vistas. Students who perceive the situation as minimal "risk taking" might indulge themselves to participate, realizing that cooperation is always preferable to competition and that learning imparts power for success.

Our attempt was not to reinvent the wheel, but rather to encourage and challenge you on your amazing journey.

Natalie S. Glime

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